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ABSTRACT

This master's level program in educational administration was cooperatively undertaken by Northeastern Illinois University, Chicago State University, and Governors State University in 1973. Approved by the institutions in 1975, the program received its first student applications in 1977. The program was planned cooperatively and courses are offered jointly by the institutions. A coordinating council meets monthly to discuss individual student needs, organizational matters, curricular issues, and program guidelines. Students in the program are current teachers or administrators. On completion of the program, each student must possess competencies in six areas. These are administrative and organizational theory, supervision of instructional systems, human relations skills, life styles and learning processes, school-community relations, and research skills. Each student without prior administrative experience is required to enroll in a six-hour field-based practicum. Formative evaluation of the program is done through student questionnaires and followup interviews. Student demands for the program will serve as summative evaluation.
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THE COOPERATIVE PROGRAM IN
EDUCATIONAL ADMINISTRATION AND SUPERVISION

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The Cooperative Program in Educational Administration and Supervision is a product of planning efforts undertaken by representatives from the Illinois Board of Governors of State Colleges and Universities (BOG) and three of the institutions governed by the Board. In order to clarify the extent of these planning efforts, a brief statement of the governance for public higher education in Illinois is presented.

The Illinois Board of Higher Education (IBHE) is responsible for master planning for higher education. Its primary functions in relation to public higher education are: 1) the approval of new programs and, 2) recommendations for operating and capital budget expenditures to the Governor and General Assembly. Specifically, the IBHE coordinates the activities of five governing

Boards: the Board of Trustees of the University of Illinois, the Board of Regents of Regency Universities (Illinois State, Northern Illinois, and Sangamon State Universities), the Trustees of Southern Illinois Universities, the BOG (Chicago State, Eastern Illinois, Governors State, Northeastern Illinois, and Western Illinois Universities), and the Illinois Community College Board.

The IBHE is responsible for the development of the Illinois Master Plan for Higher Education. Through the Master Plan, the IBHE presents a set of procedures to be followed by public institutions seeking approval for new or expanded programs. All programs must clear through institutional channels, the appropriate governing board, and the IBHE.

Planning is an integral part of the procedures mandated for program approval. Prior to submission for program approval, written documentation must be provided for the following: 1) program objectives; 2) catalog descriptions; 3) a list of the principal faculty members to be involved in the program; 4) expected program results and the program's effect on existing programs; 5) clientele to be served by the program and the specific needs of clientele that will be met by the program; 6) factual assessment of employment opportunities associated with the program; 7) history of the development of the program; 8) alternatives to the development of the program which were considered and the reasons why they were rejected; 9) similar programs in Illinois; 10) co-operative aspects of the program with other institutions, public and private; 11) proposed evaluation plan for the program; and 12) program implementation and resource requirements.

PLANNING FOR THE COOPERATIVE PROGRAM IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

Three of the five BOG institutions are located in the Chicago metropolitan area. Northeastern Illinois University serves the population in the north suburbs and the northside of Chicago; Chicago State University serves the west and near south suburbs and the southside of Chicago; and Governors State University serves the far south suburbs. In the spring and summer of 1973, representatives of Chicago State University and Northeastern Illinois University submitted separate and independent proposals for new programs in educational administration. Interestingly, prior to their submissions of proposals, no public institution in the Chicago metropolitan area had been able to offer a master's level program in educational administration, a factor given heavy emphasis in their documentations of need for the program. Both Eastern Illinois and Western Illinois Universities, located outside the Chicago metropolitan area, had long established master's level programs in this field.

In order to better serve the total population in the Chicago metropolitan area and to explore the possible conservation of state financial resources, representatives of the three BOG universities located in the Chicago area were asked to meet to discuss possible cooperative efforts which might become a part of their proposals for programs in educational administration.

On September 26, 1973, representatives from each of the three BOG institutions and one other public institution in the Chicago metropolitan area were called together to discuss the possibility of the development of a single proposal to offer cooperatively a master's level program in educational administration. The members of this group were supportive of the development of such a program. As a result of the initial meeting, the Committee to Develop

a Cooperative Master's Degree Program in Educational Administration was formed. The Committee was comprised of two representatives from each of the four institutions and the Deputy Executive Director, BOG, who served as Chairperson. The membership of the Committee met approximately once per month through September, 1974. Each meeting of the Committee involved four to six hours' commitment to the development of the proposal for the program. Following the development of the Committee's draft proposal, each set of institutional representatives was given the responsibility of taking the proposal through the appropriate university channels. During the Winter term of 1975, the three BOG institutions received the necessary internal approvals for the proposal. Representatives from the non-BOG institution were unable to gain the necessary university approval for the program, and withdrew from further participation.

On June 12, 1975, the BOG approved the proposal for a Cooperative Master of Arts Degree Program in Educational Administration and Supervision. After consultation, review, and some changes, the program was approved by the IBHE on May 4, 1976. Concurrently, the IBHE approved a \$16,000 grant under the Higher Education Cooperative Act that provided released time for representatives from each of the three institutions to enable them to revise the proposal in the appropriate format for submission to the Illinois Teacher Certification Board, to develop the internal machinery at each of the institutions in order to recruit and advise students, and to design a brochure to be used to inform the public about the program. On January 25, 1977, the Illinois Teacher Certification Board approved the program for certification purposes. In June, 1977, following four years of planning and work, representatives from each of the universities began processing student applications for admission to the program.

COOPERATIVE ASPECTS OF THE PROGRAM

The cooperative program makes a unique contribution to the range of opportunities for graduate-level study in educational administration and supervision in Northeastern Illinois. It represents the first effort on the part of publicly-supported institutions of higher learning in the Chicago area to offer a master's degree in the administration of educational organizations.

A second, unique feature of the program, setting it apart from other programs in the state, is its provision for a cooperative university approach to teaching at the graduate level. Through the program, an effort to coordinate publicly supported higher education (in one subject area) for an entire metropolitan area has been brought to fruition. The cooperative aspects of the program include the following:

1. Cooperative planning which led to the three universities jointly developing and offering the Master of Arts degree program in Educational Administration and Supervision.
2. Students may be accepted for admission by any of the cooperating institutions. Only one of the institutions is permitted to grant the degree and make recommendations for certification.
3. Each participating institution has agreed upon joint admissions requirements and selects students using commonly agreed upon criteria. Acceptance for admission to one university enables the student to take courses at all other cooperating institutions.
4. Each institution offers courses designed to fulfill a core of six competency areas. Competencies acquired through courses at any

participating institution will be accepted for degree granting and certification purposes. Courses are cross-listed on a master list so that students from all institutions are aware of equivalencies. The master list also contains a number of courses that are offered at only one or two of the three institutions. The latter are generally electives.

5. In addition to the core competencies for general administration, each institution has developed elective courses designed to provide special competencies in the areas of curriculum, elementary or secondary administration, community college administration, and school business.
6. The cooperating institutions have developed procedures which will result in shared faculty resources in areas which demand high degrees of specialization, e.g., law, finance, collective bargaining, community college administration, etc.
7. Faculty advisors at each participating institution inform students of resources available at all of the participating institutions.
8. Students pay tuition to the institution where the course work is taken. Credits earned at any cooperating institution must be approved by the student's advisor.
9. A Coordinating Council, comprised of a local campus coordinator from each of the three institutions, the Dean of the Graduate School from the degree granting university and the Deputy Executive Director, BOG, meets approximately once per month during the academic year for the following purposes:
 - a. discussion of the individual needs of students enrolled in the program;
 - b. coordination of organizational matters and problems as they arise;
 - c. review of and action on curricular matters at the cooperating institutions as pertains to the program;
 - d. revisions of program guidelines as the need arises.

PROGRAM DESIGN

The clientele served by the program are in-service teachers and/or acting administrators or supervisors who for the most part wish to become full-time building-level administrators and supervisors and who seek either State of Illinois or City of Chicago administrative certification.

Demand for the program was determined by surveying two distinct groups. First, a group of 16 superintendents from Southern Cook County and Will County indicated that there was a need for the program. Second, a poll of graduate students at the participating institutions indicated that approximately 35 percent of the students aspired to become school administrators.

In order to design a program that would respond to the needs of Chicago-area future administrators, the Committee to Develop a Cooperative Masters Degree in Educational Administration surveyed the professional literature and accreditation standards, analyzed both city and state certification requirements, studied preparation programs from other institutions, and sought suggestions from a variety of local professional and community groups. The

work of the Committee led to the development of a preparation program comprised of 33 credit hours. The program leads to the Master of Arts degree with a Major in Educational Administration and Supervision and contains:

1. Eighteen credit hours of core competencies.
2. Six credit hours of practicum (field experiences).
3. Nine credit hours to be drawn from professional and/or cognate electives.

Core Competencies

During the planning period the members of the Committee studied the professional literature, accreditation standards, certification requirements, and other programs, and sought suggestions from professional and community groups. As a result, the members agreed that upon completion of the program each student should possess competencies in the following six areas:

1. Administrative and Organizational Theory. Upon completion of the program, the student will be able to:

1. identify and describe concepts and theories pertinent to individual, group, organizational, and community decision-making.
2. identify and describe theories of one-way, two person, small group and organizational communication.
3. identify and describe theories of the dynamics of change in relation to school settings and communities.
4. identify and describe bases of personal satisfaction in the educational context.
5. identify and describe organizational, financial, and legal bases of education at the local, state, and federal levels.

2. Supervision of Instructional Systems. Upon completion of the program, the student will be able to:

1. develop curriculum.
2. demonstrate techniques for instructional improvement.
3. assess teacher effectiveness and evaluate instruction.
4. apply school law as related to pupils' and teachers' rights and obligations.
5. understand and prepare an operating budget.
6. understand the basic concepts of labor relations and collective negotiations.

3. Human Relations Skills. Upon completion of the program, the student will be able to:

1. describe orally or in writing in an identified setting the effects of interactive behavior among individuals and groups.
2. give and receive feedback in a group setting.

3. try a new behavior in a group setting.
4. take a risk in a group setting.
5. make a process observation in a group setting.
6. venture a self-disclosure in a group setting.
7. express here and now feelings in a group setting.
8. learn to avoid mind reading.
9. act in a group setting as leader, facilitator, initiator, evaluator, and inhibitor.

4. Life Styles and Learning Processes. Upon completion of the program, the student will be able to:

1. identify and describe the relationship of life styles and learning processes.
2. identify and describe relationships between teaching styles and learning processes.
3. identify and describe the role of an administrator in maximizing the learning process among various life styles.

5. School Community Relations. Upon completion of the program, the student will be able to:

1. identify and describe an existing school-community relationship.
2. locate and utilize demographic information in relation to a specific community.
3. describe changing patterns of school-community relationships such as community schools, decentralization, and alternative schools.
4. identify vested interest groups within a given community.
5. describe the relationship of the school-community unit to the broader society.

6. Research Skills. Upon completion of the program, the student will be able to:

1. demonstrate a knowledge of basic research skills.
2. apply research skills in the decision-making process.
3. draft basic research proposals.

Each of the three institutions has identified courses in which the core competencies are acquired. The appropriate offerings are cross-listed in documents provided to candidates for degrees.

Practicum

Each student without prior administrative experience is required to enroll in a six hour field-based practicum. Normally, the student is assigned to the school in which he or she is working for practicum purposes. During the academic

year the student is enrolled in the practicum, he or she is expected to commit five to seven hours per week outside of regular assignments to practicum activities.

Practicum activities are geared to the core competencies presented above. An administrator within the school is identified as a school-based supervisor. Practicum activities undertaken by the student are defined by the student and the field-based supervisor in consultation with the university supervisor.

The university supervisor visits each student a minimum of six times during the academic year. The initial visit is for the purpose of defining the content of the practicum. The final visit is for the purpose of evaluating the outcomes of the practicum and involves the student, the field-based supervisor, and the university supervisor. Intervening visits are concerned with the practical problems of the practicum and may involve the university supervisory in assisting the student and the field supervisor in the resolution of school-related problems.

In addition, the practicum is accompanied by six seminar sessions held on campus. All practicum students assigned to the university supervisor attend the seminar sessions. These sessions permit students to share practicum experiences and analyze the similarities and differences between schools and systems. Sessions are also devoted to the discussion of administrative placement, professional organizations, and professional conduct.

Students are in the final stages of the preparation program when they enter the practicum. During the concluding seminar sessions, students are asked to evaluate the program.

Program Electives

Once a student has been admitted to the program, a faculty advisor is assigned to counsel the student. In the initial advisement session, the required core competencies and the practicum are discussed. In addition, the student is asked to define the role for which he or she is preparing. Considering the role definition, the student in consultation with the faculty advisor defines additional competencies needed for the role. The student is advised of courses in the professional and cognate domains which will best prepare him or her for the role. The courses may be offered by any one or all of the three institutions.

PROGRAM EVALUATION

The proposed plan for evaluation contains models for formative and summative evaluation. The formative model provides the directions for program revisions. The summative model is used to determine if the program will be phased out or continued.

Formative evaluation will consist of two separate efforts. First, at the conclusion of a student's program, a student questionnaire is administered. This generally occurs during the last seminar session for the practicum. The questionnaire contains items related to program content and student services associated with the program. The data generated from the student questionnaires are collated and presented to the members of the Coordinating Council for consideration in the restructuring of the program and its associated student services.

A second effort directed toward formative evaluation will take place two or more years after students have graduated from the program. The follow-up will employ a field interview program for graduates who are employed in administrative or supervisory positions and their supervisors. It will involve all program graduates for the preceding two or more years who have been placed in a school district.

In the interviews with graduates and supervisors, the focus will be the core competencies for the program. Graduates will be asked to: 1) indicate if the program provided the competencies it purports to provide, 2) indicate if the competencies prepared the graduate for the position held, and 3) recommend the deletion of inappropriate competencies and/or the addition of other competencies which should be contained in the program.

Supervisors will be asked to: 1) indicate if the graduate possesses the competencies the program purports to provide, 2) indicate if the competencies are appropriate for the position held by the graduate, and 3) recommend the deletion of inappropriate competencies and/or the addition of competencies which should be included in the program.

Following an analysis of the data generated from the interviews, the Coordinating Council will consider desirable program revision based upon the findings.

The continuation of the program is contingent upon a summative evaluation consisting of continuing student enrollments. In other words, student demand for the program will determine its continuation or the continued participation of any one of the cooperating institutions. Records that include student enrollments for the total program and student enrollments for each of the cooperating institutions will be maintained. If demand for the program or demand at any one of the three institutions is not maintained at appropriate levels, the program or the participation of one of the institutions may be phased out.

SUMMARY

The Cooperative Master of Arts Degree Program in Educational Administration and Supervision resulted from a four year planning effort on the part of three participating institutions. Cooperative planning led to three Chicago-area institutions jointly offering the Master of Arts degree with a Major in Educational Administration and Supervision.

The preparation program is comprised of 33 credit hours: 18 of which are committed to six core competency areas, six to a field based practicum, and nine to related electives. The competency areas include: Administrative and organizational theory, supervision of instructional systems, human relations skills, life styles and learning processes, school-community relations, and research skills. Activities associated with the field-based practicum are related to the six competency areas.

Formative and summative evaluation models have been defined for the program.
